## SAMPLE PREREQUISITE ACTIVITIES

Many teachers have requested more sample activities for students working on prerequisite skills. You are not required to use these specific activities in your portfolios. The APIs used in this document come from the TCAP-Alt Performance Indicators document, which is available on the Tennessee State Department of Education website. The URL is: http://tennessee.gov/education/assessment/TCAP-AltPortfolio.shtml.
Scroll down to the "Alternate Assessment" section. These APIs are from all grade levels. BE SURE TO USE ONLY APIs FROM THE CORRECT GRADE LEVEL FOR YOUR STUDENT. ALSO, BE SURE TO CHECK THE WORDING OF EACH API TO MAKE SURE IT IS CORRECT FOR YOUR STUDENT'S GRADE LEVEL.

Activities should be written in the past tense (e.g., "[Student's name] completed . . ."), since the evidence sheet should be filled out after the activity has been completed. Be sure to use the student's name when describing what he or she did during the activity (e.g., not, "The student made an abstract design on the sidewalk with colored chalk," but "Anaxamander made an abstract design on the sidewalk with colored chalk."; not, "The student counted jellybeans into a plastic cup," but "Anaxamander counted jellybeans into a plastic cup."; not The student poured hydrogen peroxide over a raw potato," but "Anaxamander poured hydrogen peroxide over a raw potato. » ; not "The student made a puppet representing Abraham Lincoln," but "Anaxamander used a paper bag, felt top hat, wiggly eyes, and a fake fur beard to make a paper bag puppet representing Abraham Lincoln.").

Be sure all three activity components are clear: what the student did (i.e., *how* the activity was performed), a clear relationship to the API, and what, if any, materials were used.

NOTE: Please note that, when planning activities designed to teach behavior (e.g., understanding the reason for rules, working with others), the activity MAY NOT be dependent on the child misbehaving. For example, while teaching a child not to bite is a valid goal for your classroom, "the student accepted the consequences for biting a classmate" is NOT an acceptable activity for this assessment. Although, like toileting and feeding oneself, it is an integral lesson for the student to learn, it is classroom management, not academic instruction. (There is no way for the teacher to *initiate* this "activity" without inciting the student to bite someone. Obviously, no ethical teacher would do that.) "The student used puppets to role-play the consequences of biting" IS an acceptable activity.

# READING/ LANGUAGE ARTS

## Content Standard: READING

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.1** *Communicate wants and needs*

**Sample Activities:**

- The teacher made a simple vocalization (such as “Ah,” “Oh,” or “Babababa”) for the student to imitate, and [student’s name] imitated the sound.
- When the teacher held up two different videos and asked [student’s name] which one he/she wanted to watch, [student’s name] turned his/her head toward the preferred one.
- When the teacher held up two different story books and asked [student’s name] which one he/she wanted to have read aloud to him/her , [student’s name] indicated by eye gaze which of the two stories [student’s name] preferred.
- Given a verbal request from the teacher, [student’s name] used a picture board to choose a desired snack (M&Ms, popcorn, or peanut butter crackers) by pointing to the corresponding picture. **Note: It is the use of the picture board that makes this activity appropriate, because its use requires the student to make a connection between the desired snack and a symbolic representation of it. Just naming, signing, or pointing to the desired snack would NOT be acceptable.**

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.2** *Identify/label people, symbols, and objects*

**Sample Activities:**

- [Student's name] turned his/her head toward the teacher when the teacher called [student's name]. Five attempts were made. On two attempts, the first and the third, [student's name] turned his/her head at the sound of the teacher's voice. The second, fourth, and fifth times, the student turned his/her head only after the teacher provided verbal encouragement to do so and stroked [student's name]'s cheek gently with a finger.
- When the teacher asked, "Where is [person's name]?" for each of five people familiar to the student, [student's name] indicated the person being named by looking in his or her direction.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.3** *Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events*

**Sample Activities:**

- [Student's name] indicated an understanding of five nouns by looking at each of five objects (chair, rabbit, pencil, cookie, ball) when it was named by the teacher.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.5** *Attend to speaker*

**Sample Activities:**

- [Student's name] acknowledged familiar adults by making eye contact with each speaker when greeted in the cafeteria by the server, the cashier, the cafeteria monitor, and two teachers. The speakers encouraged [student's name] to look at them by using cheerful tones and, when needed, gestures. (Prerequisite)
- When [student's name]'s name was called by a peer tutor, [student's name] turned his/her head toward the speaker. The peer called to [student's name] five times, from alternating sides, and used verbal cues and gestures to attract [student's name]'s attention as needed.
- A peer talked to [student's name] about a video they had both seen. [Student's name] showed active interest (by eye gaze and facial expression). When his/her attention flagged, the peer touched him/her on the shoulder to redirect his/her focus to the conversation.
- [Student's name] sat quietly in the reading circle while a chapter from a vocabulary-controlled adaptation of *The Man in the Iron Mask* was read aloud by the teacher.
- [Student's name] made eye contact with a peer who was telling him/her about a personal experience. When [student's name's] attention flagged, the peer touched him/her on the shoulder to redirect his/her focus to the conversation.
- During a school assembly in which a storyteller shared a series of folktales, [student's name] listened attentively and followed the speaker's movements with eye gaze. When [student's name's] attention flagged, a peer touched him/her on the shoulder and redirected his/her focus to the speaker.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.6** *Demonstrate awareness of and interest in familiar pictures*

**Sample Activities:**

- When presented with two pictures, one of a familiar person and one of a stranger, [student's name] looked at the picture of the familiar person on request.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.7** *Interact with parts of a story through familiar hand motions and expression of emotions*

**Sample Activities:**

- When the class sang “Goin’ on a Bear Hunt,” [student’s name] made vocalizations and hand movements in response to the music.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.8** *Respond to speaker (e.g., yes-no questions and choice decisions)*

**Sample Activities:**

- As a peer pushed [student's name] wheelchair down the hall, the principal greeted him/her, and [student's name], with verbal encouragement, responded with a smile and a hand movement. (Prerequisite)

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.9** *Engage in dialogue (e.g., conversation/communication with others)*

**Sample Activities:**

- Peers were asked to greet [student's name] on the playground. [Student's name] interacted with other children by smiling in response to their greetings. (Prerequisite)

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.10** *Respond to the speaker by following [Insert grade level API wording] directions*

**Sample Activities:**

- [Student's name] followed five simple, one-step directions spoken by the teacher: Look at me; Smile; Give me your hand; Touch the ball; Pat the kitten.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.11** *Engage orally with stories in books, television, and movies*

**Sample Activities:**

- [Student's name] sat quietly and listened as a peer read the story "Millions of Cats" aloud to him/her. (Prerequisite)
- Given a lap-held DVD player with headphones, [student's name] watched and listened to an episode of *The Crocodile Hunter*. (Prerequisite)

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.12** *Recite from memory parts of familiar books*

**Sample Activities:**

- [Student's name] sat quietly and listened as a peer read the story "Millions of Cats" aloud to him/her. (Prerequisite)
- Given a lap-held DVD player with headphones, [student's name] watched and listened to an episode of *The Crocodile Hunter*. (Prerequisite)

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.1** *Develop oral language and listening skills*

**Alternate Performance Indicator (API): R.1.13** *Identify opposites*

**Sample Activities:**

- In response to the verbal cues “fast” and “slow,” a peer helped [student’s name] understand the difference between fast and slow by pushing his/her wheelchair around the room slowly (“like you’re on the moon”) or quickly (“like you’re in a racecar”). (Prerequisite)
- A peer partner gave hand-over hand assistance to help [student’s name] clap slowly or rapidly in response to the verbal cues “fast” and “slow.” (Prerequisite)
- The teacher gave [student’s name] several objects representing opposites (a warm buckwheat pillow and a cool gel pack; a hard ruler and a soft velvet cloth; and a big Nerf ball and a small Nerf ball). The teacher helped [student’s name] touch each pair of objects and explained the differences between the opposites in each pair.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.2** *Demonstrate knowledge of concepts of print*

**Alternate Performance Indicator (API): R.2.2** *Identify "favorite books" and make requests to read them repeatedly*

**Sample Activities:**

- The teacher held up two books and asked [student's name] which he/she wanted to hear read aloud. [Student's name] indicated by eye gaze which was his/her preference, and the teacher read the story to him/her.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.2** *Demonstrate knowledge of concepts of print*

**Alternate Performance Indicator (API): R.2.3** *Pretend read, hold book upright, and turn pages*

**Sample Activities:**

- A colorful picture book was placed in [student's name]'s field of vision. With encouragement from the teacher, [student's name] looked at the book. The teacher pointed out some of the illustrations and talked to [student's name] about some key elements of the story.
- A colorful picture book was placed in [student's name]'s field of vision. With encouragement from the teacher, [student's name] moved a hand in the direction of the book. The teacher showed [student's name] the pictures and paraphrased key parts of the story for him/her.
- A colorful picture book was placed in [student's name]'s field of vision. With encouragement from the teacher, [student's name] reached for the book. The teacher and [student's name] looked at the pictures together as the teacher read key parts of the story aloud.
- A colorful picture book was placed in [student's name]'s field of vision. With encouragement from the teacher, [student's name] reached for and grasped the book. The teacher and [student's name] looked at the pictures together as the teacher read key parts of the story aloud.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.2** *Demonstrate knowledge of concepts of print*

**Alternate Performance Indicator (API): R.2.4** *Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination*

**Sample Activities:**

- Given two concrete objects (e.g., a pencil and a paperclip) and shown another that was the same as one of the other two (e.g., a paperclip), [student's name] identified (by eye-gaze) which of the original items was the same as the new one when asked, "Which one looks like this?". Objects used were Nerf balls, books, pencils, crayons, rulers, and paperclips.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.2** *Demonstrate knowledge of concepts of print*

**Alternate Performance Indicator (API): R.2.8** *Develop awareness of parts and wholes and how the parts relate to the whole*

**Sample Activities:**

- The teacher put a whole orange and an orange divided into slices on [student's name]'s tray and encouraged [student's name] to look at, smell, and touch each. Then the teacher peeled the orange and showed [student's name] how the whole orange could be broken into slices just like the ones already on his/her tray.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.2** *Demonstrate knowledge of concepts of print*

**Alternate Performance Indicator (API): R.2.13** *Demonstrate understanding that print materials are read top to bottom, left to right, and front to back (e.g., following charts or simple books with finger pointing)*

**Sample Activities:**

- [Student's name] moved his/her head and eyes to follow the teacher's hand from left to right and up and down. (Prerequisite)
- [Student's name] moved his/her head and eyes to follow a colored flashlight beam from left to right and up and down. (Prerequisite)
- [Student's name] used eye gaze to follow a colored flashlight beam from left to right and up and down. (Prerequisite)

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.3** *Develop and maintain phonemic awareness and decoding strategies*

**Alternate Performance Indicator (API): R.3.1** *Engage in and enjoy word play with silly sounds and real and nonsense words*

**Sample Activities:**

- [Student's name] sat in the music circle with peers and attempted to sing along with the song "Supercalifragilisticexpialidocious" by making purposeful vocalizations (e.g., changes in pitch, vocalizing when peers sing and stopping when they stop).

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.3** *Develop and maintain phonemic awareness and decoding strategies*

**Alternate Performance Indicator (API): R.3.2** *Recognize and produce rhyming words*

**Sample Activities:**

- The teacher sat across from [student's name] and encouraged [student's name] to imitate a series of sounds (Ma, pa, oh, oo, ah, bah, dah, tah, la, and mmm), one at a time. [Student's name] attempted each sound and was able to make the following sounds successfully: ah, bah, oo, mm, ma. (Prerequisite)

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.3** *Develop and maintain phonemic awareness and decoding strategies*

**Alternate Performance Indicator (API): R.3.13** *Understand that words are made up of one or more syllables (e.g., students clap syllables in words)*

**Sample Activities:**

- The teacher sat across from [student's name] and encouraged [student's name] to imitate one or two claps. [Student's name was able to imitate one clap but needed hand-over-hand assistance to imitate two. (Prerequisite)

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.3** *Develop and maintain phonemic awareness and decoding strategies*

**Alternate Performance Indicator (API): R.3.14** *Distinguish individual sounds, including blends and diagraphs, within words*

**Sample Activities:**

- The teacher sat across from [student's name] and encouraged [student's name] to imitate a series of sounds (Ma, pa, oh, oo, ah, bah, dah, tah, la, and mmm), one at a time. [Student's name] attempted each sound and was able to make the following sounds successfully: ah, bah, oo, mm, ma. (Prerequisite)

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.4** *Develop and extend reading vocabulary*

**Alternate Performance Indicator (API): R.4.1** *Use vocabulary (e.g., pictures, symbols, objects, or words) to demonstrate knowledge of basic and expanded pragmatic functions (e.g., commenting and social words)*

**Sample Activities:**

- [Student's name] used a symbol on his/her communication board to say "Hello" to a peer in the gym when prompted by the teacher to do so.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.4** *Develop and extend reading vocabulary*

**Alternate Performance Indicator (API): R.4.2** *Demonstrate and respond with understanding upon listening attentively to stories*

**Sample Activities:**

- [Student's name] listened quietly as the teacher read aloud from a story about a race car driver.

**Content Standard: READING**

**Standard:** *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

**Oral Language / Decoding**

**Alternate Learning Expectation (ALE): R.4** *Develop and extend reading vocabulary*

**Alternate Performance Indicator (API): R.4.3** *Use vocabulary to identify and describe objects and events*

**Sample Activities:**

- Shown two concrete objects (e.g., a pencil and a ball, a book and a teddy bear), [student's name] identified each by eye gaze when the teacher named it.

**Content Standard: WRITING**

**Standard:** *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

**Alternate Learning Expectation (ALE): W.1** *Write for a variety of purposes*

**Alternate Performance Indicator (API): W.1.1** *Use writing tools to make marks on paper*

**Sample Activities:**

- The teacher placed a toy in [student's name]'s field of vision and encouraged him/her to grasp the toy, using physical prompts as needed to help him/her grasp it. (Prerequisite)
- With touch prompts and hand-over-hand assistance as needed, [student's name] used his/her fingers to make marks in a salt tray. (Prerequisite)
- With touch prompts and hand-over-hand assistance as needed, [student's name] used his/her fingers to make marks in a sand tray. (Prerequisite)
- With touch prompts and hand-over-hand assistance as needed, [student's name] used his/her fingers to make marks in a sugar tray. (Prerequisite)
- [Student's name] used a finger to draw shapes in whipped cream on his/her desk. A paraprofessional modeled several shapes to show [student's name] how to make marks in the shaving cream. (Prerequisite)
- When shown a squeeze brush with glitter paint, [student's name] reached toward the brush. The teacher provided hand-over-hand assistance in using the brush to paint a simple geometric shape on art paper.
- Given an adapted paintbrush with a strap, [student's name] made marks on a classroom mural of Viking life. A peer tutor provided hand-over-hand assistance. (Prerequisite)
- Given a dry-erase marker, [student's name] scribbled on the dry-erase board, with hand-over-hand assistance from a peer tutor as needed.
- Given paint and a modified paintbrush (with Velcro straps), [student's name] used a stencil to paint a Halloween picture on poster board with hand-over-hand assistance. The stencils he used were a cat, a bat, a witch, and a ghost.

**Content Standard: WRITING**

**Standard:** *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

**Alternate Learning Expectation (ALE): W.1** *Write for a variety of purposes*

**Alternate Performance Indicator (API): W.1.2** *Correctly manipulate a variety of media tools to make marks*

**Sample Activities:**

- The teacher placed a toy in [student's name]'s field of vision and encouraged him/her to grasp the toy, using physical prompts as needed to help him/her grasp it. (Prerequisite)
- With touch prompts and hand-over-hand assistance as needed, [student's name] used his/her fingers to make marks in a salt tray. (Prerequisite)
- With touch prompts and hand-over-hand assistance as needed, [student's name] used his/her fingers to make marks in a sand tray. (Prerequisite)
- With touch prompts and hand-over-hand assistance as needed, [student's name] used his/her fingers to make marks in a sugar tray. (Prerequisite)
- [Student's name] used a finger to draw shapes in whipped cream on his/her desk. A paraprofessional modeled several shapes to show [student's name] how to make marks in the shaving cream. (Prerequisite)
- When shown a squeeze brush with glitter paint, [student's name] reached toward the brush. The teacher provided hand-over-hand assistance in using the brush to paint a simple geometric shape on art paper.
- Given an adapted paintbrush with a strap, [student's name] made marks on a classroom mural of Viking life. A peer tutor provided hand-over-hand assistance. (Prerequisite)
- Given a dry-erase marker, [student's name] scribbled on the dry-erase board, with hand-over-hand assistance from a peer tutor as needed.

**Content Standard: WRITING**

**Standard:** *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

**Alternate Learning Expectation (ALE): W.1** *Write for a variety of purposes*

**Alternate Performance Indicator (API): W.1.3** *Copy from image*

**Sample Activities:**

- [Student's name] and the teacher sat face-to-face. The teacher made a series of slow, simple gestures and facial expressions and encouraged [student's name] to mirror them. (Prerequisite)

**Content Standard: WRITING**

**Standard:** *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

**Alternate Learning Expectation (ALE): W.1** *Write for a variety of purposes*

**Alternate Performance Indicator (API): W.1.8** *Write left to right, top to bottom*

**Sample Activities:**

- [Student's name] moved his/her head and eyes to follow the teacher's hand from left to right and up and down. (Prerequisite)
- [Student's name] moved his/her head and eyes to follow a colored flashlight beam from left to right and up and down. (Prerequisite)
- [Student's name] used eye gaze to follow a colored flashlight beam from left to right and up and down. (Prerequisite)

**Content Standard: WRITING**

**Standard:** *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

**Alternate Learning Expectation (ALE): W.1** *Write for a variety of purposes*

**Alternate Performance Indicator (API): W.1.13** *Describe a familiar object (e.g., use accurate names, list details)*

**Sample Activities:**

- [Student's name] indicated an understanding of five nouns by looking at each of five objects (chair, rabbit, pencil, cookie, ball) when it was named by the teacher. (Prerequisite)

**Content Standard: WRITING**

**Standard:** *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

**Alternate Learning Expectation (ALE): W.1** *Write for a variety of purposes*

**Alternate Performance Indicator (API): W.1.14** *Name or label objects or places*

**Sample Activities:**

- [Student's name] indicated an understanding of five nouns by looking at each of five objects (chair, rabbit, pencil, cookie, ball) when it was named by the teacher.

Content Standard: ELEMENTS OF LANGUAGE

**Standard:** *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

**Alternate Learning Expectation (ALE): EL.1** *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

**Alternate Performance Indicator (API): EL.1.1** *Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student-generated word books)*

**Sample Activities:**

- When [student's name] was seated at the computer and a peer tutor started a *Where In the World Is Carmen San Diego?* game, [student's name] looked at the images on the screen. When his/her attention flagged, the peer drew his/her attention back to the task with verbal prompts and a touch on the shoulder if needed.
- [Student's name] paid attention as a peer showed him/her the pictures in a picture dictionary and talked about each picture.

**Content Standard: ELEMENTS OF LANGUAGE**

**Standard:** *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

**Alternate Learning Expectation (ALE): EL.1** *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

**Alternate Performance Indicator (API): EL.1.2** *Write from left to right and top to bottom*

**Sample Activities:**

- [Student's name] moved his/her head and eyes to follow the teacher's hand from left to right and up and down. (Prerequisite)
- [Student's name] moved his/her head and eyes to follow a colored flashlight beam from left to right and up and down. (Prerequisite)
- [Student's name] used eye gaze to follow a colored flashlight beam from left to right and up and down. (Prerequisite)

# MATH

Many of the math APIs increase in difficulty as the student's grade level increases. BE SURE TO USE ONLY APIs FROM THE CORRECT GRADE LEVEL FOR YOUR STUDENT. BE SURE TO CHECK THE WORDING OF EACH API TO MAKE SURE IT IS CORRECT FOR YOUR STUDENT'S GRADE LEVEL.

**Content Standard: NUMBERS AND OPERATIONS**

**Standard:** *The student will develop number and operation sense needed to represent numbers and number relationships orally, symbolically, and graphically in order to compute fluently and make reasonable estimates in problem solving.*

**Alternate Learning Expectation (ALE): NO.1** *Understand numbers, ways of representing numbers, relationships among numbers, and number systems*

**Alternate Performance Indicator (API): NO.1.11** *Order whole numbers up to [Insert grade level API wording]*

**Sample Activities:**

- [Student's name] was given a small amount of pizza dough to squeeze and manipulate. The teacher gave [student's name] additional dough, small portions at a time, until he/she had a softball-sized amount of dough to play with. Each time dough was added, the teacher explained that she was giving more dough to [student's name]. Then the teacher took small portions away, explaining that now [student's name] had less dough. Then the teacher alternated adding and subtracting dough, each time explaining whether [student's name] had more or less. (Prerequisite)

**Content Standard: NUMBERS AND OPERATIONS**

**Standard:** *The student will develop number and operation sense needed to represent numbers and number relationships orally, symbolically, and graphically in order to compute fluently and make reasonable estimates in problem solving.*

**Alternate Learning Expectation (ALE): NO.2** *Understand meaning of operations and how they relate to one another*

**Alternate Performance Indicator (API): NO.2.2** *Recognize a whole and its parts*

**Sample Activities:**

- A peer presented [student's name] with an apple and encouraged him/her to touch and hold the apple. Then, the teacher cut it into slices for a snack and pointed out that the slices were part of the whole apple.

**Content Standard: NUMBERS AND OPERATIONS**

**Standard:** *The student will develop number and operation sense needed to represent numbers and number relationships orally, symbolically, and graphically in order to compute fluently and make reasonable estimates in problem solving.*

**Alternate Learning Expectation (ALE): NO.3** *Solve problems, compute fluently and make reasonable estimates*

**Alternate Performance Indicator (API): NO.3.5** *Use calculator in problem-solving situations (i.e.,[Insert grade level API wording])*

**Sample Activities:**

- [Student's name] was given a handheld calculator and encouraged to take it. With touch prompts from a peer, [student's name] grasped the calculator in one hand. (Prerequisite)
- [Student's name] was given a handheld calculator and shown how to push the buttons. He/she then used one finger to push the calculator buttons at random, with encouragement to maintain focus as needed. (Prerequisite)

**Content Standard: NUMBERS AND OPERATIONS**

**Standard:** *The student will develop number and operation sense needed to represent numbers and number relationships orally, symbolically, and graphically in order to compute fluently and make reasonable estimates in problem solving.*

**Alternate Learning Expectation (ALE): NO.3** *Solve problems, compute fluently and make reasonable estimates*

**Alternate Performance Indicator (API): NO.3.6** *Apply order of operations when computing with whole numbers using [Insert grade level API wording], with use of a calculator*

**Sample Activities:**

- [Student's name] was given a handheld calculator and encouraged to take it. With touch prompts from a peer, [student's name] grasped the calculator in one hand. (Prerequisite)
- [Student's name] was given a handheld calculator and shown how to push the buttons. He/she then used one finger to push the calculator buttons at random, with encouragement to maintain focus as needed. (Prerequisite)

Content Standard: ALGEBRA

**Standard:** *The student will understand and generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problems using graphs, tables, and equations.*

**Alternate Learning Expectation (ALE): A.1** *Sort and classify objects by size, number, and other properties*

**Alternate Performance Indicator (API): A.1.1** *Indicate [insert grade level API wording] color, size, and shape*

**Sample Activities:**

- A red filter was placed in [student's name]'s light box. He/she was presented with an apple and a fuzzy red scarf and encouraged to touch and explore the red objects as the teacher discussed the color red. Then the light box was moved into the student's field of view. The apple and the scarf were placed beside the light box, and [student's name] looked at the red light and items on request.
- Students were divided into teams and each team assigned a color. [Student's name] was on the Red Team. Two small barrels for each team (marked with the team color) were placed on one sideline. Students lined up by team on the other sideline. Each player, in turn, carried a large playground ball to his/her team's barrel #1 and place the ball inside. From barrel #2, he/she took a second ball and delivered it to the team's next player. The first team to transfer all the balls was the winner. When it was [student's name]'s turn, a peer partner put the ball into [student's name]'s lap and pushed his/her wheelchair to the barrel. [Student's name] indicated by eye gaze which barrel (the red one) his/her partner should help him/her drop the ball into. The partner gave verbal and physical cues as needed.

**Content Standard: ALGEBRA**

**Standard:** *The student will understand and generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problems using graphs, tables, and equations.*

**Alternate Learning Expectation (ALE): A.1** *Sort and classify objects by size, number, and other properties*

**Alternate Performance Indicator (API): A.1.2** *Sort objects by [insert grade level API wording] (e.g., color, size, or shape)*

**Sample Activities:**

- [Student's name] was given wooden shapes (cylinder, cone, sphere, and block). An assistant used verbal cues and physical assistance to encourage [student's name] to touch and manipulate the shapes. The assistant named each shape as [student's name] handled it. (Prerequisite)

**Content Standard: ALGEBRA**

**Standard:** *The student will understand and generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problems using graphs, tables, and equations.*

**Alternate Learning Expectation (ALE): A.2** *Represent and analyze patterns and functions*

**Alternate Performance Indicator (API): A.2.1** *Indicate [insert grade level API wording] patterns*

**Sample Activities:**

- [Student's name] was shown a solid-colored canvas and a canvas printed with a high-contrast geometric pattern. With verbal encouragement and touch prompts from the teacher, [student's name] focused on the canvas with the pattern.

Content Standard: ALGEBRA

**Standard:** *The student will understand and generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problems using graphs, tables, and equations.*

**Alternate Learning Expectation (ALE): A.2** *Represent and analyze patterns and functions*

**Alternate Performance Indicator (API): A.2.3** *Identify objects as same or different*

**Sample Activities:**

- [Student's name] was given a large sorting tray with eight sections. Each section had been filled with one of the following: small aquarium pebbles, sand, flour, Jell-o, whipped cream, cooked macaroni, uncooked macaroni, and bird seed. With verbal prompts and physical assistance as needed, [student's name] touched and manipulated each, feeling the differences between them. As [student's name] touched each material, an assistant named the material and explained how it was different from the others. (Prerequisite)

**Content Standard: GEOMETRY**

**Standard:** *The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three dimensional figures.*

**Alternate Learning Expectation (ALE): G.1** *Analyze characteristics and properties of geometric shapes*

**Alternate Performance Indicator (API): G.1.1** *Identify and/or name given shapes (i.e., [insert grade level API wording])*

**Sample Activities:**

- The teacher presented [student's name] with a tennis ball (a circular object) and told him/her it was shaped like a circle. With encouragement from the teacher, the student grasped the tennis ball.
- As assistant placed a vibrating ball in [student's name]'s hand, told him/her it was a circle, and helped [student's name] move his/her hands all around the shape to feel its roundness.

**Content Standard: GEOMETRY**

**Standard:** *The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three dimensional figures.*

**Alternate Learning Expectation (ALE): G.1** *Analyze characteristics and properties of geometric shapes*

**Alternate Performance Indicator (API): G.1.2** *Recognize and/or name [Insert grade level API wording]*

**Sample Activities:**

- The teacher presented [student's name] with a tennis ball (a circular object) and told him/her it was shaped like a circle. With encouragement from the teacher, the student grasped the tennis ball. (Prerequisite)
- As assistant placed a vibrating ball in [student's name]'s hand, told him/her it was a circle, and helped [student's name] move his/her hands all around the shape to feel its roundness. (Prerequisite)

**Content Standard: GEOMETRY**

**Standard:** *The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three dimensional figures.*

**Alternate Learning Expectation (ALE): G.1** *Analyze characteristics and properties of geometric shapes*

**Alternate Performance Indicator (API): G.1.3** *Reproduce and create [insert grade level API wording]*

**Sample Activities:**

- A tray spread with a layer of Cool Whip was placed on [student's name]'s desk. Given hand-over-hand assistance, [student's name] used his/her hands to make circular shapes in the Cool Whip.

**Content Standard: GEOMETRY**

**Standard:** *The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three dimensional figures.*

**Alternate Learning Expectation (ALE): G.2** *Specify locations and describe spatial relationships*

**Alternate Performance Indicator (API): G.2.1** *Recognize and show terms of relative position and direction in a variety of situations (e.g. [insert grade level API wording])*

**Sample Activities:**

- A peer helped [student's name] move to various positions in relation to an obstacle course as the teacher called out instructions (e.g., crawl under the table; walk backward; walk forward; go between the cones; climb over the steps)
- The teacher helped [student's name] make a "spider web" of white string on black construction paper. Then the teacher named various positions on the page (e.g., top, bottom, middle), and [student's name] indicated by eye gaze where the "spider" (a black Koosh ball) should be placed. The teacher provided hand-over-hand assistance to help [student's name] place the spider in the correct position.

**Content Standard: GEOMETRY**

**Standard:** *The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three dimensional figures.*

**Alternate Learning Expectation (ALE): G.2** *Specify locations and describe spatial relationships*

**Alternate Performance Indicator (API): G.2.7** *Use a calculator to solve real-world problems involving area and perimeter*

**Sample Activities:**

- [Student's name] was given a handheld calculator and encouraged to take it. With touch prompts from a peer, [student's name] grasped the calculator in one hand. (Prerequisite)
- [Student's name] was given a handheld calculator and shown how to push the buttons. He/she then used one finger to push the calculator buttons at random, with encouragement to maintain focus as needed. (Prerequisite)

**Content Standard: GEOMETRY**

**Standard:** *The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three dimensional figures.*

**Alternate Learning Expectation (ALE): G.2** *Specify locations and describe spatial relationships*

**Alternate Performance Indicator (API): G.2.8** *Create a picture from memory made up of geometric shapes*

**Sample Activities:**

- With verbal and touch prompts and hand-over-hand assistance as needed, [student's name] placed large felt shapes (a square and a triangle) on the flannel board to make a simple picture of a house (the square for the walls and the triangle for the roof).

**Content Standard: MEASUREMENT**

**Standard:** *The student will become familiar with the units and processes of measurement in order to use a variety of tools, techniques, and formulas to determine and to estimate measurements in mathematical and real-world problems.*

**Alternate Learning Expectation (ALE): M.1** *Demonstrate understanding of units of measure and measurable attributes of objects*

**Alternate Performance Indicator (API): M.1.1** *Identify which is [Insert grade level API wording]*

**Sample Activities:**

- [Student's name] was given a small Nerf ball and a weighted exercise ball of a similar size. The teacher encouraged [student's name] to hold and manipulate both balls, then described each one as heavy or light when [student's name] handled it.

**Content Standard: MEASUREMENT**

**Standard:** *The student will become familiar with the units and processes of measurement in order to use a variety of tools, techniques, and formulas to determine and to estimate measurements in mathematical and real-world problems.*

**Alternate Learning Expectation (ALE): M.1** *Demonstrate understanding of units of measure and measurable attributes of objects*

**Alternate Performance Indicator (API): M.1.2** *Indicate [insert grade level API wording] temperature*

**Sample Activities:**

- [Student's name] reacted with facial expressions and vocalizations as the teacher touched [student's name]'s hands and cheeks with, alternately, a cool washcloth and a warm buckwheat pillow.
- Given a bowl of ice and a bowl of warm cooked rice, [student's name] used his/her hands to explore the two materials with hand-over-hand assistance. [Student's name] indicated the change in temperature with changes in facial expression.
- Warm water was placed in a bowl. With verbal and physical prompts as needed, [student's name] put his/her hands in the water and felt the sides of the bowl. He/she was told that what he/she was feeling was warm. After three trials, the bowl of warm water was removed, and a bowl of ice water was placed there. With verbal and physical prompts as needed, [student's name] felt the water and the sides of the bowl. He/she was told that what he/she was feeling was cold. These were alternated for three sets of three trials each.
- [Student's name] participated in a game called "hot potato/cold potato". While music was being played, the students passed around a hot water bottle (the "hot potato") and an ice pack (the "cold potato"). Each time the music stopped, the person with the "hot potato" had to perform a "Simon Says"- type task (e.g., wiggle nose, wave hand, turn around in a circle) in order to stay in the game, and the person with the "cold potato" was "out." The last one in the game won a "free computer time" token.

**Content Standard: MEASUREMENT**

**Standard:** *The student will become familiar with the units and processes of measurement in order to use a variety of tools, techniques, and formulas to determine and to estimate measurements in mathematical and real-world problems.*

**Alternate Learning Expectation (ALE): M.2** *Apply appropriate techniques and tools to determine measurements*

**Alternate Performance Indicator (API): M.2.2** *Use words to describe temperature (e.g., [Insert grade level API wording])*

**Sample Activities:**

- [Student's name] reacted with facial expressions and vocalizations as the teacher touched [student's name]'s hands and cheeks with, alternately, a cool washcloth and a warm buckwheat pillow. (Prerequisite)
- Given a bowl of ice and a bowl of warm cooked rice, [student's name] used his/her hands to explore the two materials with hand-over-hand assistance. [Student's name] indicated the change in temperature with changes in facial expression. (Prerequisite)
- Warm water was placed in a bowl. With verbal and physical prompts as needed, [student's name] put his/her hands in the water and felt the sides of the bowl. He/she was told that what he/she was feeling was warm. After three trials, the bowl of warm water was removed, and a bowl of ice water was placed there. With verbal and physical prompts as needed, [student's name] felt the water and the sides of the bowl. He/she was told that what he/she was feeling was cold. These were alternated for three sets of three trials each. (Prerequisite)

**Content Standard: DATA ANALYSIS AND PROBABILITY**

**Standard:** *The student will understand and apply basic statistical and probability concepts in order to organize and analyze data and to make predictions and conjectures.*

**Alternate Learning Expectation (ALE): DAP.1** *Develop, select, and use appropriate methods to collect, organize, display, and analyze data*

**Alternate Performance Indicator (API): DAP.1.1** *Recognize representations of data using concrete objects, pictures, and simple graphs (e.g., pictographs)*

**Sample Activities:**

- Given two concrete objects (e.g., ball and pencil, book and cup, paper and globe), and asked, "Which is the [insert name of object]?" [student's name] indicated by eye gaze which was the object named. (Prerequisite)

**Content Standard: DATA ANALYSIS AND PROBABILITY**

**Standard:** *The student will understand and apply basic statistical and probability concepts in order to organize and analyze data and to make predictions and conjectures.*

**Alternate Learning Expectation (ALE): DAP.2** *Apply basic concepts of probability*

**Alternate Performance Indicator (API): DAP.2.11** *Find the average using a calculator*

**Sample Activities:**

- [Student's name] was given a handheld calculator and encouraged to take it. With touch prompts from a peer, [student's name] grasped the calculator in one hand. (Prerequisite)
- [Student's name] was given a handheld calculator and shown how to push the buttons. He/she then used one finger to push the calculator buttons at random, with encouragement to maintain focus as needed. (Prerequisite)

# SCIENCE

**Content Standard: LIFE SCIENCE (Cell Structure and Function)**

**Standard:** *[student's name] will investigate the structure and function of plant and animal cells.*

**Alternate Learning Expectation (ALE): LS.1A** *Recognize that living things are made up of smaller parts that contribute to the operation and well-being of entire organisms*

**Alternate Performance Indicator (API): LS.1A.1** *Responds to living organisms (e.g., animals, plants, people)*

**Sample Activities:**

- The teacher placed a live rabbit on [student's name]'s lap, helped [student's name] touch the rabbit's fur and whiskers, and held the rabbit to [student's name]'s face. [Student's name] responded to the rabbit by attempting to stroke it, tracking it with his/her eyes, and making facial expressions in response to the animal's movements and behaviors.
- As [student's name] entered science class, he/she was greeted by name by a peer. In response, [student's name] touch-activated his/her "Big Mac" switch, which said, "Hi. What's up?" Two other peers greeted [student's name] by name, and each time, [student's name] responded by activating the switch.
- The teacher placed several roses of various colors (with the thorns removed) on [student's name] wheelchair tray. [Student's name] reached for and touched the petals, leaves, and stems, with help from the teacher as needed. The teacher stroked [student's name]'s cheek with each flower, and then helped him/her smell the blossoms. The teacher verbally described each rose by color as it was presented. [Student's name] responded with vocalizations and facial expressions.

**Content Standard: LIFE SCIENCE (Cell Structure and Function)**

**Standard:** *[student's name] will investigate the structure and function of plant and animal cells.*

**Alternate Learning Expectation (ALE): LS.1A** *Recognize that living things are made up of smaller parts that contribute to the operation and well-being of entire organisms*

**Alternate Performance Indicator (API): LS.1A.2** *Identify plants and animals*

**Sample Activities:**

- The teacher placed a puppy on [student's name]'s lap and helped him/her hold and pet it. The teacher explained that the puppy was an animal and a living thing and described what was happening as [student's name] played with the puppy (e.g., he's licking your hand; see how soft his fur is).
- The teacher placed a marigold in bloom on [student's name]'s desk and encouraged him/her to touch the various parts of the plant. As [student's name] touched and explored the plant, the teacher explained that the marigold was a plant.

**Content Standard: LIFE SCIENCE (Cell Structure and Function)**

**Standard:** *[student's name] will investigate the structure and function of plant and animal cells.*

**Alternate Learning Expectation (ALE): LS.1A** *Recognize that living things are made up of smaller parts that contribute to the operation and well-being of entire organisms*

**Alternate Performance Indicator (API): LS.1A.3** *Indicate appropriate uses of a magnifier*

**Sample Activities:**

- A magnifying glass was placed in front of [student's name], and he/she reached for it when encouraged to do so by the teacher.
- A magnifying glass was placed in front of [student's name], and he/she grasped the handle when encouraged to do so by a peer.
- The teacher held up a magnifying glass and showed [student's name] five different objects through it—a marble, a thimble, a penny, a piece of dandelion fluff, and a seashell. [Student's name] looked through the magnifying glass at the objects when encouraged to do so.

**Content Standard: LIFE SCIENCE (Cell Structure and Function)**

**Standard:** *[student's name] will investigate the structure and function of plant and animal cells.*

**Alternate Learning Expectation (ALE): LS.1A** *Recognize that living things are made up of smaller parts that contribute to the operation and well-being of entire organisms*

**Alternate Performance Indicator (API): LS.1A.4** *Identify animal body parts such as legs, arms, foot, hand, head, eyes, ears, nose, mouth, and teeth*

**Sample Activities:**

- The teacher sang a body parts song to [student's name] and used physical prompts to help [student's name] touch each body part as it was named in the song. The song was sung to the tune of "Row, Row, Row Your Boat," and went:
  *"Touch, touch, touch your [nose, ear, mouth, etc.].*
  *Touch it for me now.*
  *Merrily, merrily, merrily, merrily,*
  *You can show me how."*

**Content Standard: LIFE SCIENCE (Cell Structure and Function)**

**Standard:** *The student will investigate the structure and function of plant and animal cells.*

**Alternate Learning Expectation (ALE): LS.1A** *Recognize that living things are made up of smaller parts that contribute to the operation and well-being of entire organisms*

**Alternate Performance Indicator (API): LS.1A.5** *Identify plant parts such as roots, stem, leaf, fruit, petal*

**Sample Activities:**

- The teacher placed a rose (with the thorns removed) on [student's name] wheelchair tray. [Student's name] reached for and touched the petals, leaves, and stem, with help from the teacher as needed. The teacher stroked [student's name]'s cheek with the flower, and then helped him/her smell the blossom. The teacher verbally described each part of the flower as it was presented. [Student's name] responded with vocalizations and facial expressions.

**Content Standard: LIFE SCIENCE (Cell Structure and Function)**

**Standard:** *The student will investigate the structure and function of plant and animal cells.*

**Alternate Learning Expectation (ALE): LS.1A** *Recognize that living things are made up of smaller parts that contribute to the operation and well-being of entire organisms*

**Alternate Performance Indicator (API): LS.1A.7** *Identify a single-celled organism and an organism with 2 or more cells*

**Sample Activities:**

- With help from a peer, when presented with a microscope, [student's name] looked through the eyepiece. (Prerequisite)
- With help from a peer, [student's name] looked through the eyepiece of a microscope at a drop of pond water that contained microscopic organisms. The peer explained what [student's name] was seeing. (Prerequisite)
- [Student's name] watched a short cartoon video about single-celled organisms. When his/her attention flagged, a peer tutor used verbal and touch cues to call his/her attention back to the screen.

**Content Standard: LIFE SCIENCE (Cell Structure and Function)**

**Standard:** *The student will investigate the structure and function of plant and animal cells.*

**Alternate Learning Expectation (ALE): LS.1A** *Recognize that living things are made up of smaller parts that contribute to the operation and well-being of entire organisms*

**Alternate Performance Indicator (API): LS.1A.8** *Identify organs and their functions*

**Sample Activities:**

- [Student's name] watched a puppet show about heart health. When his/her attention flagged, a peer tutor used verbal and touch cues to call his/her attention back to the show. (Prerequisite)

**Content Standard: LIFE SCIENCE (Cell Structure and Function)**

**Standard:** *The student will investigate the structure and function of plant and animal cells.*

**Alternate Learning Expectation (ALE): LS.1A** *Recognize that living things are made up of smaller parts that contribute to the operation and well-being of entire organisms*

**Alternate Performance Indicator (API): LS.1A.10** *Identify a frog's and a butterfly's life cycles*

**Sample Activities:**

- A small aquarium with dwarf frogs inside was placed on [student's name]'s tray. [Student's name] watched the frogs for ten minutes, with verbal and touch prompts from the teacher when his/her attention flagged. The teacher described the frogs and what they were doing as [student's name] watched. (Prerequisite)
- [Student's name] watched as a butterfly emerged from a chrysalis. The teacher showed [student's name] a picture of a caterpillar and explained that a caterpillar had made the chrysalis and had turned into a butterfly while it slept.

**Content Standard: LIFE SCIENCE (Cell Structure and Function)**

**Standard:** *The student will investigate the structure and function of plant and animal cells.*

**Alternate Learning Expectation (ALE): LS.1A** *Recognize that living things are made up of smaller parts that contribute to the operation and well-being of entire organisms*

**Alternate Performance Indicator (API): LS.1A.11** *Recognize that there are different biomolecules in food. (e.g., French fries—fat, candy—sugar)*

**Sample Activities:**

- The teacher helped [student's name] taste a peach slice, an M&M, a sugar cube, a potato chip, and a salted nut and explained whether each was salty or sweet. (Prerequisite)

**Content Standard: LIFE SCIENCE (Interactions between living things and their environment)**

**Standard:** *The student will investigate how living things interact with one another and with non-living elements of their environment.*

**Alternate Learning Expectation (ALE): LS.2A.** *Recognize the distinction between living and non-living things*
**LS.2B.** *Realize that organisms use their senses to interact with their environment*
**LS.2C.** *Examine interrelationships among plants, animals, and their environment*
**LS.2D.** *Recognize that the environment and the organisms that live in it can be affected by pollution*
**LS.2E.** *Investigate how living things interact with one another and with non-living elements of their environment*

**Alternate Performance Indicator (API): LS.2A-E.1** *Responds to sensory input*

**Sample Activities:**

- LS.2A.1: The teacher placed a model train on [student's name]'s lap and helped [student's name] explore the way the train looked and felt. [Student's name] responded through facial expressions and by touching the train. [Student's name] listened as the teacher and peers discussed how they could tell that the train is not a living thing. Next, the teacher placed a live kitten on [student's name]'s lap and helped [student's name] explore the way the kitten looked and felt. [Student's name] responded through facial expressions and vocalizations and by touching the kitten. [Student's name] listened as the teacher and peers discussed how they could tell that the kitten is a living thing.
- LS.2A.1: The teacher gently stroked [student's name]'s hands and arms with a variety of textured objects (e.g., a silk scarf, a scrap of velvet, a square of slick vinyl, a piece of nubby wool) and talked about the differences in how each one felt. [Student's name] responded with arm movements and facial expressions.
- LS.2A.1: The teacher helped [student's name] smell, taste, and touch a variety of fruits and vegetables cut into small bites. As [student's name] explored each, the teacher named each one and discussed how it looked, tasted, smelled, and felt.
- LS.2B.1: [Student's name] looked at, smelled, touched, and tasted a real apple and then looked at, smelled, and touched a plastic apple. Then [student's name] smelled a real mint leaf and a plastic mint leaf. The teacher explained the differences between them as [student's name] explored them.
- LS.2C.1: [Student's name] and a peer watched a pair of anole lizards in their terrarium, which incorporated live plants. The peer described the actions of the anoles as he/she and [student's name] watched them.
- LS.2D.1: [Student's name] went on a nature walk with the teacher and a small group of peers. The teacher and peers pointed out litter and other evidence of pollution, and [student's name] responded by looking in the designated direction.
- LS.2E.1: [Student's name] and a peer watched the classroom gerbils playing with the toys in their Habitrail. The peer described the actions of the gerbils and he/she and [student's name] watched them.

**Content Standard: LIFE SCIENCE (Interactions between living things and their environment)**

**Standard:** *The student will investigate how living things interact with one another and with non-living elements of their environment.*

**Alternate Learning Expectation (ALE): LS.2A.** *Recognize the distinction between living and non-living things*
**LS.2B.** *Realize that organisms use their senses to interact with their environment*
**LS.2C.** *Examine interrelationships among plants, animals, and their environment*
**LS.2D.** *Recognize that the environment and the organisms that live in it can be affected by pollution*
**LS.2E.** *Investigate how living things interact with one another and with non-living elements of their environment*

**Alternate Performance Indicator (API): LS.2A-E.2** *Attend to and interact with surroundings*

**Sample Activities:**

- LS.2A.2: A peer took [student's name] on a walk around the school, pointing to various living things (e.g., plant, class pet, teacher, student) and non-living things (e.g., desk, pencil, door, water fountain) and asking, "Is this alive?" [Student's name] answered either verbally or by nodding his/her head yes or shaking his/her head no.
- LS.2B.2: On a class trip to a petting zoo with farm animals, the teacher helped [student's name] feed the goats and feel their warm, wet tongues on his fingers; stroke the horse's mane and body; ride the horse; grind dried corn in a hand mill and smell its aroma; and ride an open train and listen to the train whistle.
- LS.2B.2: Given four foods—pineapple, apple, orange, and coconut—[student's name], with the teacher's help, explored each food by looking at, touching, and smelling it. Then the teacher cut each food open and [student's name] explored the texture, smell, and taste of each food.
- LS.2C.2: With hand-over-hand assistance as needed, [student's name] helped assemble a terrarium (including live plants) to be used as a habitat for a pair of anole lizards.
- LS.2E.2: On a field trip to the zoo, [student's name] watched the animals interact with each other and their environment. [Student's name]'s assigned "buddy" described each animal's behavior to [student's name].

**Content Standard: LIFE SCIENCE (Interactions between living things and their environment)**

**Standard:** *The student will investigate how living things interact with one another and with non-living elements of their environment.*

**Alternate Learning Expectation (ALE): LS.2A.** *Recognize the distinction between living and non-living things*
**LS.2B.** *Realize that organisms use their senses to interact with their environment*
**LS.2C.** *Examine interrelationships among plants, animals, and their environment*
**LS.2D.** *Recognize that the environment and the organisms that live in it can be affected by pollution*
**LS.2E.** *Investigate how living things interact with one another and with non-living elements of their environment*

**Alternate Performance Indicator (API): LS.2A-E.3** *Recognize that there are five senses*

**Sample Activities:**

- The teacher placed a model train on [student's name]'s lap and helped [student's name] explore the way the train looked and felt. [Student's name] responded through facial expressions and by touching the train. [Student's name] listened as the teacher and peers discussed how they could tell that the train is not a living thing. Next, the teacher placed a live kitten on [student's name]'s lap and helped [student's name] explore the way the kitten looked and felt. [Student's name] responded through facial expressions and vocalizations and by touching the kitten. [Student's name] listened as the teacher and peers discussed how they could tell that a kitten is a living thing. (Prerequisite)
- The teacher gently stroked [student's name]'s hands and arms with a variety of textured objects (e.g., a silk scarf, a scrap of velvet, a square of slick vinyl, a piece of nubby wool) and talked about the differences in how each one felt. [Student's name] responded with arm movements and facial expressions. (Prerequisite)
- The teacher helped [student's name] smell, taste, and touch a variety of fruits and vegetables cut into small bites. As [student's name] explored each, the teacher named each one and discussed how it looked, tasted, smelled, and felt. (Prerequisite)
- [Student's name] looked at, smelled, touched, and tasted a real apple and then looked at, smelled, and touched a plastic apple. Then [student's name] smelled a real mint leaf and a plastic mint leaf. The teacher explained the differences between them as [student's name] explored them. (Prerequisite)

**Content Standard: LIFE SCIENCE (Interactions between living things and their environment)**

**Standard:** *The student will investigate how living things interact with one another and with non-living elements of their environment.*

**Alternate Learning Expectation (ALE): LS.2A.** *Recognize the distinction between living and non-living things*
**LS.2B.** *Realize that organisms use their senses to interact with their environment*
**LS.2C.** *Examine interrelationships among plants, animals, and their environment*
**LS.2D.** *Recognize that the environment and the organisms that live in it can be affected by pollution*
**LS.2E.** *Investigate how living things interact with one another and with non-living elements of their environment*

**Alternate Performance Indicator (API): LS.2A-E.4** *Demonstrate use of the senses to explore the environment*

**Sample Activities:**

- LS.2B.4: The teacher helped [student's name] explored the look, feel, and taste of Jell-o, pudding, cooked spaghetti, raw spaghetti, grapes, Triscuits, cashews, raw broccoli, raw jicama strips, and lemon slices.
- LS.2D.4: [Student's name] accompanied the class to the stingray petting tank, where he/she fed and petted the stingrays. He/she orally described to the teacher how the stingray looked and felt and how the tank smelled.
- LS.2E.4: [Student's name] accompanied the class on a field trip to the lorikeet aviary at the zoo. With help from a peer partner, [student's name] fed the birds nectar, while the peer talked about how the birds looked and sounded and how it felt when the birds landed on [student's name] to drink the nectar.
- LS.2B.4: A peer helped [student's name] used make a collage with pictures of good-smelling things (on the left) and pictures of bad-smelling things (on the right). To help him/her determine which item should go on which side, a peer allowed [student's name] to smell and react to some of the items (an orange, a brownie, a rose, a piece of peppermint, sulfur, smelling salts) before placing them on the poster. When asked, "Does this smell good or bad?" [student's name] responded with facial expressions and gestures that indicated his/her answer. The peer placed the pictures accoricngly.

**Content Standard: LIFE SCIENCE (Interactions between living things and their environment)**

**Standard:** *The student will investigate how living things interact with one another and with non-living elements of their environment.*

**Alternate Learning Expectation (ALE): LS.2A.** *Recognize the distinction between living and non-living things*
**LS.2B.** *Realize that organisms use their senses to interact with their environment*
**LS.2C.** *Examine interrelationships among plants, animals, and their environment*
**LS.2D.** *Recognize that the environment and the organisms that live in it can be affected by pollution*
**LS.2E.** *Investigate how living things interact with one another and with non-living elements of their environment*

**Alternate Performance Indicator (API): LS.2A-E.5** *Demonstrate knowledge of cause and effect by expecting specific results*

**Sample Activities:**

- With verbal and physical cues as needed, [student's name] performed three different actions (pushing a Weeble to make it wobble, pushing down one domino to make a whole row of dominos fall, pushing the metal ball down the slide to make a rube-Goldberg-type mousetrap catch a plastic mouse) and watched the effects of each one. The teacher explained that it was the push that caused the Weeble to rock, the dominos to fall, and the mousetrap to be sprung. [Student's name] completed each action three times and watched to see what would happen. (Prerequisite)

**Content Standard: LIFE SCIENCE (Interactions between living things and their environment)**

**Standard:** *The student will investigate how living things interact with one another and with non-living elements of their environment.*

**Alternate Learning Expectation (ALE): LS.2A.** *Recognize the distinction between living and non-living things*
**LS.2B.** *Realize that organisms use their senses to interact with their environment*
**LS.2C.** *Examine interrelationships among plants, animals, and their environment*
**LS.2D.** *Recognize that the environment and the organisms that live in it can be affected by pollution*
**LS.2E.** *Investigate how living things interact with one another and with non-living elements of their environment*

**Alternate Performance Indicator (API): LS.2A-E.8** *Identify the sense used to collect specific information (e.g., ears – hear)*

**Sample Activities:**

- [Student's name] and a small group of peers were given containers of the following items: Jell-o, grapes, cooked spaghetti, uncooked noodles, Cool Whip, and jawbreakers. Peers opened the containers and helped [student's name] look at, taste, smell, and touch all the items. (Prerequisite)

**Content Standard: LIFE SCIENCE (Interactions between living things and their environment)**

**Standard:** *The student will investigate how living things interact with one another and with non-living elements of their environment.*

**Alternate Learning Expectation (ALE): LS.2A.** *Recognize the distinction between living and non-living things*
**LS.2B.** *Realize that organisms use their senses to interact with their environment*
**LS.2C.** *Examine interrelationships among plants, animals, and their environment*
**LS.2D.** *Recognize that the environment and the organisms that live in it can be affected by pollution*
**LS.2E.** *Investigate how living things interact with one another and with non-living elements of their environment*

**Alternate Performance Indicator (API): LS.2A-E.9** *Categorize objects as living and non-living*

**Sample Activities:**

- On a field trip to a farm, [student's name] watched and listened as the teacher pointed out living things (e.g., dog, chickens, cows, horses, pigs, sheep) and non-living things (e.g., lead rope, tractor, feed trough, salt block).

**Content Standard: LIFE SCIENCE (Diversity and Adaptation Among Living Things)**

**Standard:** *The student will understand that living things have characteristics that enable them to survive in their environment.*

**Alternate Learning Expectation (ALE): LS.3A.** *Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments*

**Alternate Performance Indicator (API): LS.3A.1** *Distinguish between plants and animals*

**Sample Activities:**

- The teacher placed a marigold in bloom on [student's name]'s desk and encouraged him/her to touch the various parts of the plant. As [student's name] touched and explored the plant, the teacher explained that the marigold was a plant. Then the teacher placed a puppy on [student's name]'s lap and helped him/her hold and pet it. The teacher explained that the puppy was an animal and described what was happening as [student's name] played with the puppy (e.g., he's licking your hand; feel how warm he is).

**Content Standard: LIFE SCIENCE (Diversity and Adaptation Among Living Things)**

**Standard:** *The student will understand that living things have characteristics that enable them to survive in their environment.*

**Alternate Learning Expectation (ALE): LS.3A.** *Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments*

**Alternate Performance Indicator (API): LS.3A.2.** *Match an organism that belongs in a specific environment (e.g., fish–water, bird–air)*

**Sample Activities:**

- [Student's name] watched the fish in a classroom aquarium and listened as an assistant explained that fish live in water.

**Content Standard: LIFE SCIENCE (Diversity and Adaptation Among Living Things)**

**Standard:** *The student will understand that living things have characteristics that enable them to survive in their environment.*

**Alternate Learning Expectation (ALE): LS.3A.** *Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments*

**Alternate Performance Indicator (API): LS.3A.3.** *Identify differences of plants and animals of the same kind*

**Sample Activities:**

- [Student's name] was seated on the floor with the teacher and five puppies. As [student's name] played with the puppies, the teacher pointed out the differences between them (e.g., different colors, different sizes).

**Content Standard: LIFE SCIENCE (Food Production and Energy for Life)**

**Standard:** *The student will study the basic parts of plants, investigate how plants produce food, and discover that plants and animals use food to sustain life.*

**Alternate Learning Expectation (ALE): LS.4A.** *Recognize the basic requirements of all living things*
**LS.4B.** *Recognize the basic parts of plants*

**Alternate Performance Indicator (API): LS.4A-B.1** *Express basic wants and needs*

**Sample Activities:**

- LS.4A.1: Given a communication board and asked to make a choice between juice and milk, [student's name] pointed to a picture of the desired drink. **Note: It is the symbol on the communication board that allowed this to be acceptable. Simply asking for or pointing to milk or juice is not acceptable.**

**Content Standard: LIFE SCIENCE (Food Production and Energy for Life)**

**Standard:** *The student will study the basic parts of plants, investigate how plants produce food, and discover that plants and animals use food to sustain life.*

**Alternate Learning Expectation (ALE): LS.4A.** *Recognize the basic requirements of all living things*
**LS.4B.** *Recognize the basic parts of plants*

**Alternate Performance Indicator (API): LS.4A-B.2** *Recognize the basic needs of living things (e.g., food, water, air, sunlight)*

**Sample Activities:**

- LS.4A.2: With touch prompts and hand-over-hand assistance as needed, [student's name] used his/her hands to touch and sift through a bag of gerbil food (pellets and seeds) and then drop a handful of food into the gerbil cage. (Prerequisite)
- LS.4A.2: [Student's name] was shown a pet guinea pig and allowed to pet it and hold it. The teacher explained the basic survival needs of the guinea pig (e.g., food, water, air, sunlight, a clean cage) and helped the student touch and grasp the food, food dish, water, water bottle, and exercise wheel.
- LS.4A.2: A peer helped [student's name] make a terrarium from a liter cola bottle, potting soil, pebbles, and seeds. With touch prompts and hand-over-hand assistance as needed, [student's name] touched each of the elements to feel the different textures and dropped in a few of the seeds. (Prerequisite)

**Content Standard: LIFE SCIENCE (Heredity and Reproduction)**

**Standard:** *The student will understand the basic principles of inheritance.*

**Alternate Learning Expectation (ALE): LS.5A.** *Recognize that living things reproduce*
**LS.5B.** *Recognize that offspring tend to resemble their parents*

**Alternate Performance Indicator (API): LS.5A-B.1** *Respond to a familiar adult (e.g., teacher, parent, sibling)*

**Sample Activities:**

- LS.5A-B.1: The teacher called [student's name]'s name and used verbal and tactile cues to encourage him/her to turn his head toward the teacher. After three tries, [student's name] turned his/her head toward the teacher when his/her name was called.
- LS.5A-B.1: While going through the cafeteria line, [student's name] was greeted by a familiar cafeteria worker. [Student's name] responded by smiling and making eye contact.

**Content Standard: LIFE SCIENCE (Heredity and Reproduction)**

**Standard:** *The student will understand the basic principles of inheritance.*

**Alternate Learning Expectation (ALE): LS.5A.** *Recognize that living things reproduce*
**LS.5B.** *Recognize that offspring tend to resemble their parents*

**Alternate Performance Indicator (API): LS.5A-B.3** *Recognize that all living things come from other living things*

**Sample Activities:**

- LS.5A.3: On a field trip to a farm, [student's name] petted a mother collie, petted and held her six-week-old puppies, and listened to a discussion about how all animals come from parents of the same species.
- LS.5B.3: [Student's name] watched baby chicks hatch in an incubator. The teacher explained that the eggs had come from chickens and that chicks would grow up to become chickens.

**Content Standard: LIFE SCIENCE (Heredity and Reproduction)**

**Standard:** *The student will understand the basic principles of inheritance.*

**Alternate Learning Expectation (ALE): LS.5A.** *Recognize that living things reproduce*
**LS.5B.** *Recognize that offspring tend to resemble their parents*

**Alternate Performance Indicator (API): LS.5A-B.6** *Two-step sequence development of a specific organism (e.g., butterfly, frog, chick)*

**Sample Activities:**

- [Student's name] watched baby chicks hatch from eggs in a classroom incubator. The teacher explained that the eggs had come from chickens and that chicks would grow up to become chickens.

**Content Standard: LIFE SCIENCE (Heredity and Reproduction)**

**Standard:** *The student will understand the basic principles of inheritance.*

**Alternate Learning Expectation (ALE): LS.5A.** *Recognize that living things reproduce*
**LS.5B.** *Recognize that offspring tend to resemble their parents*

**Alternate Performance Indicator (API): LS.5A-B.7** *Recognize a method of pollination (e.g., bee, wind)*

**Sample Activities:**

- LS.5A.7: [Student's name] put a pair of old socks over his/her shoes and went on a hike in the park with the rest of the class. When they returned, the teacher helped [student's name] examine his/her socks to see what kinds of seeds were stuck to the socks. The teacher explained how seeds "catch a ride" with other animals the way they "caught a ride" on the socks.
- LS.5B.7: On a day when the dandelions had gone from yellow flowers to gray seeds, the teacher took [student's name] to the playground, helped him/her pick dandelions, and showed him/her how to blow the seeds from the stems. The teacher explained how the wind, like our breath, can blow the seeds away so they can grow into other dandelions.

**Content Standard: EARTH SCIENCE (Earth and Its Place in the Universe)**

**Standard:** *The student will investigate the structure of the universe.*

**Alternate Learning Expectation (ALE): ES.1A.** *Recognize that different objects appear in the day and nighttime sky*
**ES.1B.** *Recognize that there are predictable patterns which occur in the universe*

**Alternate Performance Indicator (API): ES.1A-B.1** *Recognize night and day*

**Sample Activities:**

- An assistant talked to [student's name] about the differences between day and night. The assistant demonstrated night by placing a blanket over the [student's name]'s head. Daylight was demonstrated by removing the blanket and shining a flashlight on [student's name]. [Student's name] and the assistant took turns making it "day" and then "night."

**Content Standard: EARTH SCIENCE (Earth and Its Place in the Universe)**

**Standard:** *The student will investigate the structure of the universe.*

**Alternate Learning Expectation (ALE): ES.1A.** *Recognize that different objects appear in the day and nighttime sky*
**ES.1B.** *Recognize that there are predictable patterns which occur in the universe*

**Alternate Performance Indicator (API): ES.1A-B.3** *Identify day and night*

**Sample Activities:**

- An assistant talked to [student's name] about the differences between day and night. The assistant demonstrated night by placing a blanket over the [student's name]'s head. Daylight was demonstrated by removing the blanket and shining a flashlight on [student's name]. [Student's name] and the assistant took turns making it "day" and then "night."

**Content Standard: EARTH SCIENCE (Earth and Its Place in the Universe)**

**Standard:** *The student will investigate the structure of the universe.*

**Alternate Learning Expectation (ALE): ES.1A.** *Recognize that different objects appear in the day and nighttime sky.*
**ES.1B.** *Recognize that there are predictable patterns which occur in the universe*

**Alternate Performance Indicator (API): ES.1A-B.4** *Identify sun, moon, stars, and planets*

**Sample Activities:**

- [Student's name] accompanied the class on a field trip to the planetarium and watched a presentation on the stars and planets.

**Content Standard: EARTH SCIENCE (Earth and Its Place in the Universe)**

**Standard:** *The student will investigate the structure of the universe.*

**Alternate Learning Expectation (ALE): ES.1A.** *Recognize that different objects appear in the day and nighttime sky*
**ES.1B.** *Recognize that there are predictable patterns which occur in the universe*

**Alternate Performance Indicator (API): ES.1A-***[Insert grade level API number]* *Identify tools for observing objects in the day and nighttime sky*

**Sample Activities:**

- With help from the teacher, [student's name] looked through a telescope to see how it made faraway objects seem closer. After [student's name] was familiar with the telescope, the teacher explained how the telescope might be used at night to look at stars.

**Content Standard: EARTH SCIENCE (Atmospheric Cycles)**

**Standard:** *The student will investigate the relationships among atmospheric conditions, weather, and climate.*

**Alternate Learning Expectation (ALE): E.S2A***. Recognize daily and seasonal weather changes*
***ES.2B.*** *Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments*

**Alternate Performance Indicator (API): ES.2A-B.1** *Identify daily weather conditions (e.g., hot, cool, sunny, snowy, and rainy)*

**Sample Activities:**

- Wearing a raincoat and rain hat, [student's name] went outside with the class on a rainy day to watch the rain and see what happens when the rain falls on a variety of surfaces. [Student's name] listened as the teacher explained that it was raining. (Prerequisite)

**Content Standard: EARTH SCIENCE (Atmospheric Cycles)**

**Standard:** *The student will investigate the relationships among atmospheric conditions, weather, and climate.*

**Alternate Learning Expectation (ALE): E.S2A***. Recognize daily and seasonal weather changes*
***ES.2B.*** *Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments*

**Alternate Performance Indicator (API): ES.2A-B.6** *Identify evaporation, precipitation, and runoff as parts of a water cycle in a diagram*

**Sample Activities:**

- Wearing a raincoat and rain hat, [student's name] went outside with the class on a rainy day to watch the rain and see what happens when the rain falls on a variety of surfaces. [Student's name] listened as the teacher said it was raining and explained what makes it rain.
- Using a sloped sand table [student's name] made mounds and grooves in the sand (with touch prompts and hand-over-hand assistance as needed) and explored the effects of precipitation and runoff by sprinkling water poured into his/her hand over the modeled terrain.

**Content Standard: EARTH SCIENCE (Earth Features)**

**Standard:** *The student will understand that the earth has many geological features that are constantly changing.*

**Alternate Learning Expectation (ALE): ES.3A** *Identify the earth's major geological features*

**Alternate Performance Indicator (API): ES.3A.1** *Distinguish between land and water*

**Sample Activities:**

- [Student's name] helped a small group of peers make a large salt-and-flour map of the continents and oceans. The salt-and-flour mixture for the oceans was tinted with blue food coloring. The mixture for the land was uncolored. [Student's name] was given a small bowl of each mixture to touch and squeeze. With verbal and physical cues as needed, he/she then placed each mixture on the correct section of the map.
- With touch prompts and hand-over-hand assistance as needed, [student's name] helped paint the land masses of a salt and flour map of the continents and oceans after it dried, using a modified paintbrush with hand straps.

**Content Standard: EARTH SCIENCE (Earth Features)**

**Standard:** *The student will understand that the earth has many geological features that are constantly changing.*

**Alternate Learning Expectation (ALE): ES.3A** *Identify the earth's major geological features*

**Alternate Performance Indicator (API): ES.3A.3** *Identify certain forces that cause changes in the environment (e.g., wind, water)*

**Sample Activities:**

- [Student's name] helped peers create terrain from damp sand and explore how wind (represented by a small fan), rain (represented by water sprinkled from a watering can), and rivers (represented by water poured into a groove from a glass) changed the terrain. [Student's name] helped by making mounds and grooves in the sand and by dripping water poured into his/her hand onto the sand.

**Content Standard: EARTH SCIENCE (Earth Resources)**

**Standard:** *The student will investigate the properties, uses, and conservation of earth's resources.*

**Alternate Learning Expectation (ALE): ES.4A.** *Recognize that there are a variety of earth materials which have basic observable and measurable properties*

**Alternate Performance Indicator (API): ES.4A.1** *Recognize that there are a variety of earth materials (e.g., rocks, soil, pebbles, and sand)*

**Sample Activities:**

- Given five jars, each containing a different type of earth material (e.g., rocks, soil, small pebbles, sand), [student's name] explored the jars by looking at and touching the contents of each one. The teacher named each one as [student's name] explored it.

**Content Standard: EARTH SCIENCE (Earth Resources)**

**Standard:** *The student will investigate the properties, uses, and conservation of earth's resources.*

**Alternate Learning Expectation (ALE): ES.4B.** *Demonstrate understanding that earth materials can be recycled or conserved*

**Alternate Performance Indicator (API): ES.4B.4** *Distinguish between different kinds of rocks (e.g., weight, texture, and color)*

**Sample Activities:**

- The teacher put five different types of rocks of approximately the same size—granite, marble, quartz, shale, and a geode—on [student's name]'s tray and helped [student's name touch, hold, and look at each one. As [student's name] explored each one, the teacher made oral observations about its weight, texture, color, and other specific details.

**Content Standard: PHYSICAL SCIENCE (Forces and Motion)**

**Standard:** *The student will investigate the effects of force on the movement of objects.*

**Alternate Learning Expectation (ALE): PS.1A.** *Understand the basic concept that forces can move objects (push/pull)*
**PS.1B.** *Observe and predict how the weight of an object and its position affect balance*

**Alternate Performance Indicator (API): PS.1A-B.1** *Recognize that a push or pull can move objects*

**Sample Activities:**

- PS.1A.1: [Student's name] activated a rocking pig by pushing a switch.
- PS.1A.1: [Student's name] pushed a kinetic sculpture to make it rock back and forth.
- PS.1A.1: [Student's name] participated in a science lesson involving force. He/she took turns pushing and pulling a toy car and a pushing a pendulum with hand-over-hand assistance. He/she paid attention as the class discussed how force can move objects. Then the class went outside and took turns pushing and pulling each other in a wagon. ([Student's name] had turns riding in the wagon, but was physically unable to push or pull it.)

**Content Standard: PHYSICAL SCIENCE (Forces and Motion)**

**Standard:** *The student will investigate the effects of force on the movement of objects.*

**Alternate Learning Expectation (ALE): PS.1A.** *Understand the basic concept that forces can move objects (push/pull)*
**PS.1B.** *Observe and predict how the weight of an object and its position affect balance*

**Alternate Performance Indicator (API): PS.1A-B.2** *Recognize that objects can move in different directions and at different speeds on different surfaces*

**Sample Activities:**

- With verbal and touch prompts as needed, [student's name] pushed a 1" metal ball down a small ramp onto a variety of surfaces—carpet, vinyl, wood, and ice, and watched as it rolled across each one. (Prerequisite)

**Content Standard: PHYSICAL SCIENCE (Forces and Motion)**

**Standard:** *The student will investigate the effects of force on the movement of objects.*

**Alternate Learning Expectation (ALE): PS.1A.** *Understand the basic concept that forces can move objects (push/pull)*
**PS.1B.** *Observe and predict how the weight of an object and its position affect balance*

**Alternate Performance Indicator (API): PS.1A-B.3** *Recognize objects that are balanced or unbalanced*

**Sample Activities:**

- The teacher helped [student's name] balance (prone) on a large exercise ball. (Prerequisite)
- The teacher helped [student's name] balance on a vestibular balance board in a variety of positions (e.g., seated, kneeling, standing). (Prerequisite)

**Content Standard: PHYSICAL SCIENCE (Forces and Motion)**

**Standard:** *The student will investigate the effects of force on the movement of objects.*

**Alternate Learning Expectation (ALE): PS.1A.** *Understand the basic concept that forces can move objects (push/pull)*
**PS.1B.** *Observe and predict how the weight of an object and its position affect balance*

**Alternate Performance Indicator (API): PS.1A-B.4** *Recognize that objects fall unless supported (e.g., gravity)*

**Sample Activities:**

- With the help of a peer, [student's name] dropped various objects (toy car, Koosh ball, block, Superball, handkerchief) into a bucket placed on the floor in front of him/her and watched as they fell. (Prerequisite)
- With help from a peer, [student's name] dropped ten blocks into a box on the floor. The peer explained that items dropped will always fall unless they are in a gravity-free environment (like outer space) when they fall.

**Content Standard: PHYSICAL SCIENCE (Forces and Motion)**

**Standard:** *The student will investigate the effects of force on the movement of objects.*

**Alternate Learning Expectation (ALE): PS.1A.** *Understand the basic concept that forces can move objects (push/pull)*
**PS.1B.** *Observe and predict how the weight of an object and its position affect balance*

**Alternate Performance Indicator (API): PS.1A-B.5** *Identify materials that are attracted to magnets*

**Sample Activities:**

- Given a magnet and a variety of materials (e.g., metal filings, coins, seashells, pebbles, ball bearings), [student's name] attempted to pick up each with the magnet. The teacher gave verbal and physical assistance as needed to help [student's name] use the magnet. As each item was touched with the magnet, the teacher told [student's name] why the magnet did or did not attract the object.

**Content Standard: PHYSICAL SCIENCE (Structure and Properties of Matter)**

**Standard:** *The student will investigate the characteristic properties of matter.*

**Alternate Learning Expectation (ALE): PS.2A.** *Recognize that objects have observable properties that can change over time and under different conditions*

**Alternate Performance Indicator (API): PS.2A.1** *Describe objects according to simple properties (e.g., shape, size, color, weight, texture, floating, sinking, flexibility)*

**Sample Activities:**

- [Student's name] was seated at the water table and given ten small objects, five of which would float (an aluminum foil ball, a plastic toy boat, a cork, a piece of foam board, and a balsa wood airplane) and five of which would not (a pair of scissors, a rock, a quarter, a metal toy car, and a paperweight). The teacher explained that some things float and others don't. She/he provided hand-over-hand assistance and touch prompts as needed to help [student's name] put each item into the water to see if it would float. As [student's name] placed each item in the water, the teacher commented on whether or not it floated.

**Content Standard: PHYSICAL SCIENCE (Structure and Properties of Matter)**

**Standard:** *The student will investigate the characteristic properties of matter.*

**Alternate Learning Expectation (ALE): PS.2A.** *Recognize that objects have observable properties that can change over time and under different conditions*

**Alternate Performance Indicator (API): PS.2A.3** *Distinguish between solids and liquids*

**Sample Activities:**

- The teacher helped [student's name] manipulate various items sorted into separate Ziplock baggies—water, soup, pudding, marbles, blocks, and rocks—and explained whether each was a solid or a liquid.

**Content Standard: PHYSICAL SCIENCE (Structure and Properties of Matter)**

**Standard:** *The student will investigate the characteristic properties of matter.*

**Alternate Learning Expectation (ALE): PS.2A.** *Recognize that objects have observable properties that can change over time and under different conditions*

**Alternate Performance Indicator (API): PS.2A.4** *Distinguish between solids, liquids, and gas*

**Sample Activities:**

- The teacher made “Magic Matter” by adding two cups of corn starch to one cup water. With the teacher providing touch prompts and hand-over-hand assistance as needed, [student’s name] tactilely explored the Magic Matter. The teacher made oral observations about how it flowed like a liquid but broke like a solid, became more like a solid as it began to dry out, then became more like a liquid when more water was added.

**Content Standard: PHYSICAL SCIENCE (Structure and Properties of Matter)**

**Standard:** *The student will investigate the characteristic properties of matter.*

**Alternate Learning Expectation (ALE): PS.2A.** *Recognize that objects have observable properties that can change over time and under different conditions*

**Alternate Performance Indicator (API): PS.2A.5** *Demonstrate that properties can change by mixing, cooling, or heating*

**Sample Activities:**

- The teacher used verbal and touch prompts and hand-over-hand assistance as needed to show [student's name] how to look through blue, red, and yellow translucent color paddles and then overlap them to create secondary colors of orange, green, and purple (e.g., blue + yellow = green).

**Content Standard: PHYSICAL SCIENCE (Energy)**

**Standard:** *The student will investigate energy and its uses.*

**Alternate Learning Expectation (ALE): PS.3A** *Identify the sun as the main source of earth's heat and light energy*

**Alternate Performance Indicator (API): PS.3A.1** *Respond to light*

**Sample Activities:**

- When the teacher shone a flashlight on the wall near [student's name], he/she followed the beam with his/her gaze.
- [Student's name] looked at the rainbows made by a prism in sunlight. The teacher gave [student's name] oral and tactile cues to call his/her attention to the rainbows, then gave hand-over-hand assistance to help [student's name] make rainbows of his/her own.

**Content Standard: PHYSICAL SCIENCE (Energy)**

**Standard:** *The student will investigate energy and its uses.*

**Alternate Learning Expectation (ALE): PS.3A** *Identify the sun as the main source of earth's heat and light energy*

**Alternate Performance Indicator (API): PS.3A.2** *Respond to sound*

**Sample Activities:**

- The teacher stood beside [student's name] and shook a maraca to one side of [student's name]'s head, then the other. [Student's name] turned his/her head toward the sound six out of eight times.
- When a peer partner shook a rain stick near [student's name], he/she looked directly at the rain stick four out of five times.
- A paper towel core was placed next to [student's name]'s left and then right ear while a song ("The Number Rock") was sung through the core to him/her. He/she responded with facial expressions and gestures.

**Content Standard: PHYSICAL SCIENCE (Energy)**

**Standard:** *The student will investigate energy and its uses.*

**Alternate Learning Expectation (ALE): PS.3A** *Identify the sun as the main source of earth's heat and light energy*

**Alternate Performance Indicator (API): PS.3A.5** *Recognize that a lens changes light rays (e.g., glasses, magnifiers, camera)*

**Sample Activities:**

- With verbal and touch prompts, [student's name] grasped the handle of a magnifying glass. (Prerequisite)
- With the help of a peer, who provided verbal and physical prompts, [student's name] used a magnifying glass to look at a variety of objects on the playground. (Prerequisite)

**Content Standard: PHYSICAL SCIENCE (Energy)**

**Standard:** *The student will investigate energy and its uses.*

**Alternate Learning Expectation (ALE): PS.3A** *Identify the sun as the main source of earth's heat and light energy*

**Alternate Performance Indicator (API): PS.3A.6** *Recognize that energy causes changes*

**Sample Activities:**

- [Student's name] watched to see how the sun's energy changed a piece of chocolate on a saucer in the sun. A peer used verbal and touch prompts to periodically call [student's name]'s attention back to the chocolate.

Content Standard: PHYSICAL SCIENCE (Energy)

**Standard:** *The student will investigate energy and its uses.*

**Alternate Learning Expectation (ALE): PS.3B** *Recognize that sound is produced when objects vibrate*

**Alternate Performance Indicator (API): PS.3B.2** *Distinguish different sounds and their sources*

**Sample Activities:**

- The teacher stood beside [student's name] and shook a maraca to one side of [student's name]'s head, then the other. [Student's name] turned his/her head toward the sound six out of eight times. (Prerequisite)
- When a peer partner shook a rain stick near [student's name], he/she looked directly at the rain stick four out of five times. (Prerequisite)
- A paper towel core was placed next to [student's name]'s left and then right ear while a song ("The Number Rock") was sung through the core to him/her. He/she responded with facial expressions and gestures.(Prerequisite)

# SOCIAL STUDIES

NOTE: Please note that, when planning activities designed to teach behavior (e.g., understanding the reason for rules, working with others), the activity MAY NOT be dependent on the child misbehaving. For example, while teaching a child not to bite is a valid goal for your classroom, “the student accepted the consequences for biting a classmate” is NOT an acceptable activity for this assessment. Although, like toileting and feeding oneself, it is an integral lesson for the student to learn, it is classroom management, not academic instruction. (There is no way for the teacher to *initiate* this “activity” without inciting the student to bite someone. Obviously, no ethical teacher would do that.) “The student used puppets to role-play the consequences of biting” IS an acceptable activity.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.1.** *Respond to familiar adults*

**Sample Activities:**

- The teacher called [student's name]'s name. When he/she did not respond, the teacher used a tactile cue (stroking [student's name]'s cheek) to encourage him/her to turn his/her head toward the speaker. Then the teacher walked to [student's name]'s other side and called his/her name. This time, he/she turned his/her head toward the teacher. She rewarded [student's name] with a smile and verbal praise.
- In response to a verbal greeting from the teacher, [student's name] made vocalizations. The teacher continued to talk with [student's name] and encourage him/her to vocalize in return.
- The teacher greeted [student's name] and then briefly discussed the day's events. In response, [student's name] showed active interest, by eye gaze and facial expression, for one minute.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.2.** *Demonstrate awareness of unfamiliar people*

**Sample Activities:**

- [Student's name] was taken to the school cafeteria during a time when an unfamiliar class was present. The teacher encouraged [student's name] to make eye contact with peers in that class as they greeted and made conversation with him/her.
- On a class field trip to the stingray tank at the local mall, [student's name] was introduced to various strangers (e.g., the ticket-seller, the person who sells the stingray food, the docent). A paraprofessional encouraged [student's name] to acknowledge each person being introduced by facial expression or eye contact.
- A peer partner accompanied [student's name] to various booths at the school's fall festival, introducing him/her to people he/she did not know. [Student's name] was encouraged to smile and raise a hand in greeting to the unfamiliar people to whom he/she was being introduced.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.3.** *Show awareness of other children*

**Sample Activities:**

- [Student's name] was taken to the playground while other children were present. The teacher used gestures and verbal and tactile cues to encourage [student's name] to look in their direction and watch them play.
- At a Special Olympics bowling event, [student's name] watched the other athletes sharing his/her lane. When necessary, the teacher drew [student's name]'s attention to the other children.
- During a school talent show, [student's name] watched the performances. When [student's name]'s attention wandered, a peer touched [student's name]'s shoulder and pointed toward the performers on stage.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.4.** *Engage with familiar adults*

**Sample Activities:**

- The teacher greeted [student's name] and made small talk with him/her. [Student's name] responded with eye contact, facial expressions, and vocalizations.
- As he/she was taken through the cafeteria line, a peer encouraged [student's name] to lift a hand in greeting toward the cashier. Verbal prompts were provided as needed to encourage [student's name] to wave.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.5.** *React to unfamiliar adults*

**Sample Activities:**

- On a class field trip to the zoo, [student's name] was introduced to various strangers, (e.g., the ticket-taker, the person at the souvenir shop, the docents). [Student's name] was encouraged to acknowledge each person being introduced by facial expression or eye contact.
- A peer partner accompanied [student's name] to various booths at the school's arts and crafts fair, introducing him/her to adults he/she did not know. [Student's name] was encouraged to smile and lift a hand in greeting to the unfamiliar adults to whom he/she was being introduced.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.1.** *Identify differences among people*

**Alternate Performance Indicator (API): C.1.6.** *Interact with other children*

**Sample Activities:**

- [Student's name] participated in a small-group activity involving different Native American cultures. His/her group was assigned the Hopi culture and used felt pieces and glue to make paper bag puppets to enact a Hopi folk tale. [Student's name] interacted with the other students by smiling, vocalizing, and pressing the felt pieces into the glue to help make his puppet.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.2.** *Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing*

**Alternate Performance Indicator (API): C.2.1.** *Demonstrate understanding of differences among individuals, culture, and community*

**Sample Activities:**

- [Student's name] went on a class field trip to an Appalachian craft festival (e.g., square dances, mountain crafts, molasses-making, storytelling, foods) and listened to a storyteller share an Appalachian folk tale.
- [Student's name] went on a class field trip to a multicultural festival at a local university and watched a series of folk dances from different countries.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.2.** *Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing*

**Alternate Performance Indicator (API): C.2.3.** *Identify persons in a family and their roles*

**Sample Activities:**

- [Student's name] was shown two pictures, each of a different family member. When asked, "Where is [person's name], [student's name] turned his/her head toward the picture of that person.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.3.** *Recognize that people use diverse languages to communicate with one another*

**Alternate Performance Indicator (API): C.3.1.** *Understand individual differences in languages, beliefs, and customs that may be unique to one's culture*

**Sample Activities:**

- [Student's name] went on a class field trip to an Appalachian craft festival (e.g., square dances, mountain crafts, molasses-making, storytelling, foods) and listened to a soap maker explain how to make soap.
- [Student's name] went on a class field trip to a multicultural festival at a local university and listened to a series of folk songs from different countries.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.3.** *Recognize that people use diverse languages to communicate with one another*

**Alternate Performance Indicator (API): C.3.2.** *Identify diverse cultural groups within the communities of Tennessee*

**Sample Activities:**

- [Student's name] went on a class field trip to an Appalachian craft festival (e.g., square dances, mountain crafts, molasses-making, storytelling, foods) and listened to a storyteller share an Appalachian folk tale.
- [Student's name] went on a class field trip to a multicultural festival at a local university and watched craftsmen from three different countries (a woodworker making Russian nesting dolls, a jeweler making African beaded jewelry, and a weaver making wool cloth from Ireland).
- [Student's name] went on a class field trip to the Scottish festival and tasted haggis, meat pies, and shortbread while a speaker talked about Scottish foods immigrants brought to Tennessee.

**Content Standard: CULTURE**

**Standard:** *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

**Alternate Learning Expectation (ALE): C.4.** *Recognize that communities have customs and cultures that differ*

**Alternate Performance Indicator (API): C.4.1.** *Retell stories from diversely selected folktales, myths, and legends*

**Sample Activities:**

- [Student's name] listened to a guest storyteller tell folktales at a school assembly. [Student's name] demonstrated listening behaviors by looking at the stage and responding with appropriate facial expressions throughout the stories. (Prerequisite)

**Content Standard: ECONOMICS**

**Standard:** *Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

**Alternate Learning Expectation (ALE): E.1.** *Identify basic human needs*

**Alternate Performance Indicator (API): E.1.2.** *Explain how basic human needs of food, clothing, shelter and transportation are met*

**Sample Activities:**

- [Student's name] and a small group of peers were shown a head of lettuce, an apple, a round of cheese, a carton of (hardboiled) eggs, and a cooked steak. They smelled, touched, and tasted each food. Then [student's name] listened as the group discussed where each comes from.

**Content Standard: ECONOMICS**

**Standard:** *Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

**Alternate Learning Expectation (ALE): E.4.** *Know the major products of Tennessee*

**Alternate Performance Indicator (API): E.4.1.** *Identify major product of the state*

**Sample Activities:**

- [Student's name] was told that cotton is a major product of Tennessee and then was given a raw cotton boll and a cotton ball to touch and hold. The teacher rubbed both on [student's name]'s arms and hands, then opened the cotton boll to show him/her the seeds.

**Content Standard: ECONOMICS**

**Standard:** *Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

**Alternate Learning Expectation (ALE): E.6.** *Explain and demonstrate the role of money in daily life*

**Alternate Performance Indicator (API): E.6.1.** *Demonstrate understanding that money can buy items*

**Sample Activities:**

- [Student's name] went to the school bookstore and, with help from a peer, bought a pencil and a spiral notebook.

**Content Standard: GEOGRAPHY**

**Standard:** *Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.*

**Alternate Learning Expectation (ALE): GG.3** *Identify and use key geographical features on maps, (e.g., mountains, rivers, plains, valleys, and forests)*

**Alternate Performance Indicator (API): GG.3.1.** *Locate cities, states, countries, and continents on maps and globes*

**Sample Activities:**

- [Student's name] helped a group of peers make an edible map of Tennessee from cookie dough, using blue icing for rivers and lakes, chocolate chips for mountains, and [student's name]'s choice of M&Ms or Reese's Pieces for cities. [Student's name] helped by placing three chocolate chips and two M&Ms with hand-over hand assistance. Note: This activity was adapted from a lesson plan on the Internet4classrooms website: http://www.internet4classrooms.com/grade_level_help.htm.

**Content Standard: GEOGRAPHY**

**Standard:** *Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.*

**Alternate Learning Expectation (ALE): GG.4.** *Identify and/or locate locations on a map or globe*

**Alternate Performance Indicator (API): GG.4.3.** *Identify Tennessee on a map*

**Sample Activities:**

- [Student's name] helped a group of peers make an edible map of Tennessee from cookie dough, using blue icing for rivers and lakes, chocolate chips for mountains, and [student's name]'s choice of M&Ms or Reese's Pieces for cities. [Student's name] helped by placing three chocolate chips and two M&Ms with hand-over hand assistance. Note: This activity was adapted from a lesson plan on the Internet4classrooms website: http://www.internet4classrooms.com/grade_level_help.htm.

**Content Standard: GEOGRAPHY**

**Standard:** *Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.*

**Alternate Learning Expectation (ALE): GG.6.** *Compare information using simple bar graphs*

**Alternate Performance Indicator (API): GG.6.1.** *Identify an amount as more or less on a chart or graph*

**Sample Activities:**

- When shown two glasses of juice and asked which had more, [student's name] used eye gaze to indicate the correct glass. (Prerequisite)

**Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.1.** *Exhibit cooperation*

**Alternate Performance Indicator (API): GC.1.1.** *Work beside other children*

**Sample Activities:**

- A small group of students worked to make textured outdoor scenes on black art paper using a fluffy soap mixture as snow. [Student's name] was given a small bowl of the mixture, and his/her hand was placed in it so he/she could feel the mixture and open and close his/her fingers in it. Then he/she painted his/her picture with touch prompts and hand-over-hand assistance as needed.

**Content Standard: GOVERNANCE AND CIVICS**

**Standard:** *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

**Alternate Learning Expectation (ALE): GC.1.** *Exhibit cooperation*

**Alternate Performance Indicator (API): GC.1.2.** *Work with other children*

**Sample Activities:**

- [Student's name] and a peer worked together to complete a mosaic from small pieces of ceramic tile glued to a heavy cardboard template. {Student's name] helped by placing ten pieces of tile with hand-over-hand assistance.
- [Student's name] participated in a class activity of making a Christmas/winter mural to decorate the hallway. His/her group made a mural about Christmas Village on a light blue background. With hand-over-hand assistance, [student's name] helped attach cotton batting for snow, glittery snowflakes, felt hats and vests for the elves, and so on. He/she also helped paint the walls of Santa's workshop using a modified paintbrush with straps.

**Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.1.** *Recognize that change occurs over time*

**Alternate Performance Indicator (API): H.1.1.** *Recognize change in the environment (e.g. toys added or taken away; room rearranged)*

**Sample Activities:**

- A portable CD player was placed in [student's name]'s arms so he/she could feel the speaker as the music was turned on for a few seconds and then off for a few seconds. When the music came on, the teacher told [student's name] the music was playing, and when it went off, the teacher explained that it had gone off. The music was turned on and off three times each, and [student's name] used gestures and facial expressions to indicate when the music came on.

**Content Standard: HISTORY**

**Standard:** *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**Alternate Learning Expectation (ALE): H.3.** *Recognize that people and events influence history*

**Alternate Performance Indicator (API): H.3.1.** *Examine elements of Native American culture (e.g., shelter, food, dress)*

**Sample Activities:**

- During a classroom festival on Native American culture, [student's name] wore Native American beads and a headdress while watching a visiting Native American tribal dancer. After the dance, [student's name] paid attention as the dancer told a legend from Native American culture. Then [student's name] sampled Native American foods: corn pudding, venison, and fry bread.

**Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively*.

**Alternate Learning Expectation (ALE): IGI.1.** *Explain the consequences of an individual's decisions and actions*

**Alternate Performance Indicator (API): IGI.1.3.** *Work independently and cooperatively to accomplish goals*

**Sample Activities:**

- With hand-over-hand assistance, [student's name] pressed seeds, dried corn, unpopped popcorn, and colored beads into glue (spread onto poster board in the shape of a hawk and a parrot) to help a peer make a mosaic of the two birds.
- [Student's name] helped a small group of peers make a dinosaur diorama. A peer gave [student's name] 1" balls of fast-drying sculpting material (a mixture of sawdust and glue) to squeeze and manipulate while the others sculpted dinosaurs and made construction paper landscaping to go in the diorama. With hand-over-hand assistance and a modified paintbrush, [student's name] painted his/her free-form sculptures with gray acrylic paint. A peer helped [student's name] place them in the diorama to be used as boulders.

**Content Standard: INDIVIDUALS, GROUPS, AND INTERACTIONS**

**Standard:** *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively*.

**Alternate Learning Expectation (ALE): IGI.2.** *Identify purposes for having rules*

**Alternate Performance Indicator (API): IGI.2.5.** *Work independently and cooperatively to accomplish goals*

**Sample Activities:**

- With hand-over-hand assistance, [student's name] pressed seeds, dried corn, unpopped popcorn, and colored beads into glue (spread onto poster board in the shape of a hawk and a parrot) to help a peer make a mosaic of the two birds.
- [Student's name] helped a small group of peers make a dinosaur diorama. A peer gave [student's name] 1" balls of fast-drying sculpting material (a mixture of sawdust and glue) to squeeze and manipulate while the others sculpted dinosaurs and made construction paper landscaping to go in the diorama. With hand-over-hand assistance and a modified paintbrush, [student's name] painted his/her free-form sculptures with gray acrylic paint. A peer helped [student's name] place them in the diorama to be used as boulders.